DOCUMENT RESUME

ED 470 415 CG 032 039

AUTHOR	Campbell, Clark D.
TITLE	Promoting Social Responsibility in Graduate Psychology Training.
PUB DATE	2002-08-00
NOTE	17p.; Paper presented at the Annual Meeting of the American Psychological Association (110th, Chicago, IL, August 22-25, 2002).
PUB TYPE	Information Analyses (070) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Clinical Psychology; Counselor Training; *Graduate Study; Higher Education; Program Effectiveness; Program Implementation; Self Efficacy; *Social Responsibility; *Student Attitudes; Teaching Methods; *Training
IDENTIFIERS	Injustice

ABSTRACT

This paper describes the intentional implementation of a program designed to enhance attitudes of social responsibility in graduate students in clinical psychology. Key factors in developing social responsibility appear to be confrontation with injustice, modeling, and self-efficacy. Teaching goals and methods for facilitating these factors are described along with obstacles to implementing such a program. (Contains 15 references.) (Author/GCP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 415

Running Head: Promoting Social Responsibility in Psychology

Promoting Social Responsibility in Graduate Psychology Training

Clark D. Campbell

George Fox University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. CAMPBELL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Presented at the annual meeting of the American Psychological Association, Chicago, IL, August 22, 2002. Address all correspondence regarding this paper to Clark D. Campbell, Ph.D., Graduate School of Clinical Psychology, George Fox University, 414 N. Meridian St., Newberg, OR 97132. The author would like to thank Wayne Adams, Ph.D. and Kathleen Gathercoal, Ph.D. (George Fox University) for their contributions to portions of this paper.

CG032039

BEST COPY AVAILABLE

Abstract

This paper describes the intentional implementation of a program designed to enhance attitudes of social responsibility in graduate students in clinical psychology. Key factors in developing social responsibility appear to be confrontation with injustice, modeling, and self-efficacy. Teaching goals and methods for facilitating these factors are described along with obstacles to implementing such a program.

Promoting Social Responsibility in Graduate Psychology Training

Although social responsibility is a broad and ill-defined concept in psychology, it is generally described as advocating for underprivileged and underserved individuals and groups. Berman (1997) defined social responsibility as "personal investment in the well-being of others and the planet" (p. 12). Social responsibility implies attitudes and actions that portray concern for others and the well-being of the community, as opposed to concern only for self or promotion of individualism.

The Importance of Social Responsibility in Clinical Psychology

Although clinical psychology developed in Enlightenment Era thinking with a strong emphasis on individualism, enhancing the welfare of communities and society at large has always been an aspirational goal of psychologists. Increasing the health of individuals and society based upon the value of altruism was integral to the development of clinical psychology (Reisman, 1991).

The Ethical Principles of Psychologists and Code of Conduct (1992) describes social responsibility as an aspirational goal (Principle F). This principle encourages psychologists to advocate for human welfare in practice, research, and policy-making endeavors. The current proposed revision of the Ethical Principles eliminates Principle F, but infuses the concept of social responsibility throughout the preamble and general principles. The first sentence of the preamble states that "psychologists are committed to increasing scientific and professional knowledge….to improve the condition of individuals, organizations, and society" (www.apa.org/ethics).

In the last decade there have been well-articulated rationales and pleas for psychologists to reconsider the nature of their work. Doherty (1995) argued for "moral

responsibility" in psychotherapy, stating that psychologists cannot responsibly provide psychological services to individuals without considering the relational and social context of the individual. Prilleltensky (1989; 1997) argued for clarifying our values to be explicit about the moral dimensions of psychological practice. He argued that psychology can and should lead to social change, not just individual change.

The National Council of Schools and Programs in Professional Psychology (NCSPP) advocated for the inclusion of social responsibility in the training of psychologists. Peterson (1992) described the vision of social responsibility in graduate training at a conference on the core curriculum in professional psychology. "To articulate our center and to give meaning to a vision of public interest, a social responsibility core should specify the principles to be embodied in all the curriculum" (pp.35-36). Peterson further stated:

> "Embedded in the values and attitudes underlying core curriculum, we need to bring an expanded moral and social vision to the center of professional psychology and to traditional academic psychology as well. Not only is it the right thing to do – it is the best science and the best practice" (1992, p. 36).

Peterson, Peterson, Abrams, & Stricker (1997) later described and published the core curriculum for broader distribution to psychologists.

Campbell, Estelle, Miller, & Shaver (2000) conducted a survey of APA Division presidents regarding their conceptualization of social responsibility within their respective divisions. These division presidents conceptualized social responsibility in a variety of ways including "embracing diversity, social activism, conscience, altruism, fairness, compassion, displaying respect for others, displaying respect for the

environment, and enhancing the welfare of others" (p. 3). The conceptualizations of social responsibility by the division presidents were broad and varied, but generally implied "a sensitivity to and advocacy for the needs of underprivileged and underserved individuals and groups" (p. 9). The presidents further described social responsibility as more central to their divisions' mission than peripheral, and as becoming more important within their divisions in the future.

Developing Social Responsibility in Graduate Students

Berman (1997) identified three key factors that motivate socially responsible behavior in children: confrontation with injustice, modeling, and self-efficacy. Since these three factors appear to be involved in facilitating social responsibility in young people, it seems plausible that these factors should be relevant to graduate students training to become clinical psychologists. Although there are significant differences in age, experience, and maturity between graduate students and the children Berman (1997) described, there are also significant similarities between these groups in that both are relatively young, in educational environments, and typically involved in mentoring type relationships with teachers. The author believes that these same factors facilitate social responsibility in graduate students.

Confrontation with injustice through direct exposure to inequities or inhumanity is a powerful motivator to action. Talking about discrimination or the inability to access healthcare is important, but interacting with those affected and experiencing the injustice seems to tap an emotional reaction that leaves a lasting memory. Keniston (1968) described this experiential confrontation for the young radicals in his study:

> "For such young men and women, privileged and idealistic, the confrontation with social inequity - the first personal meeting with poverty, injustice, political manipulation, and institutional dishonesty - may have a disproportionate impact. As relatively empathic and compassionate young men and women, when concretely confronted with the toll of American society, they quickly lost their 'intellectual remoteness and feeling of objectivity,' and felt 'personally responsible' for doing something to change things" (p. 126).

Modeling socially responsible attitudes and behaviors is another way to instill similar values and responses in others. The strongest influence on developing social responsibility comes from the families of young people. Flanagan, Bowes, Jonsson, Csapo, and Sheblanova (1998) surveyed more than 5,000 12-18 year olds in seven countries to evaluate the relationship of voluntary work, school climates, and family values to goals of public interest. The family of origin had the most significant impact on adolescents developing social responsibility. They write, "The most robust finding is the consistent and significant effect that a family ethic of social responsibility has on adolescents' civic commitment" (p. 469). Eisenberg and Mussen (1989) also described the positive influence of teachers and peers in modeling prosocial behavior for children. Thus, in addition to parents, peers and teachers have a strong position of influence on students.

Campbell, Estelle, Miller, Pirkl, Ganey, & Hopkins, (1999) surveyed the training directors of clinical and counseling psychology doctoral programs to evaluate how social responsibility is taught in these programs. Consistent with the importance on modeling

described above, they found that modeling and mentoring were the primary methods used to teach social responsibility to doctoral students.

Self-efficacy is the third motivating factor in developing social responsibility. Believing that one can take effective social action spawns additional similar behavior. Hochn (1983) interviewed 87 people who had demonstrated a commitment to social action over time and described them as having a strong sense of urgency with a desire to do something. He writes, "Nothing fortifies the identity of an activist like success in changing something – almost anything, for that matter" (p. 90).

These three factors are important in motivating socially responsible behavior in graduate students. It may be that confrontation with injustice shows "why" one should act, modeling shows "what" and "how" to act, and self-efficacy shows "who" should act (Campbell, 1999). Consequently, these factors have been helpful in conceptualizing the development of social responsibility in one clinical psychology program, which is described below.

Promoting Social Responsibility in a Graduate Program

Faculty members in the Graduate School of Clinical Psychology (GSCP) at George Fox University have intentionally attempted to instill attitudes of social responsibility in graduate students. Some methods to encourage these attitudes (and associated behaviors) have already been implemented, while other methods are still waiting implementation. The GSCP is a fairly typical Psy.D. program that operates on a scholar-practitioner model of training. One rather unique aspect of the program is that it operates within a Quaker institution that is explicit about the Christian worldview of its

faculty. Thus, the students and faculty share some commonalities in worldview that are consistent with encouraging social responsibility.

The faculty found it important to encourage concern for others and the larger community early on, even in the screening of students appropriate for the doctoral program. Some students come to the profession of clinical psychology with less than altruistic goals such as making a good income or having a professional identity. While these goals may not be incompatible with attitudes of social responsibility, they may represent self-interest at the expense of interest in others. We attempt to encourage students to think of the underserved as they formulate career plans. Although this is not always easy given the magnitude of student loans, many graduates develop ways to incorporate *pro bono* services while making a living wage.

Once students have matriculated into the doctoral program it is important to raise their consciousness about issues of social responsibility. Prilleltensky (1989) described conscientization and annunciation as two mechanisms to promote social change. Conscientization is "the process whereby people achieve an illuminating awareness both of the socioeconomic and cultural circumstances that shape their lives and their capacity to transform that reality" (p. 800). It is a process of consciousness-raising that results in ideological and behavioral change. Annunciation is the articulation of an ideal or what ought to be based on stated values. Rather than merely fighting injustice, psychologists should have an ideal social plan to replace current systems.

The key factors described previously are avenues used to facilitate general attitudes of service to those with minimal financial, personal, and social resources. Class lectures, readings, and discussions of culture, gender, class, religion, sexual orientation,

and various other forms of diversity are used to confront students with scenarios of injustice. At times, this confrontation is more theoretical and difficult to grasp at an experiential level, yet these issues become more real for students as they hear classmates and professors describe their experiences with the negative effects of discrimination, poverty, and prejudice.

Students confront injustice most pointedly in their practicum experiences as they begin to work with underserved individuals in the community. It is important that faculty and clinical supervisors connect the difficulties many clients face with the environmental conditions and/or social policies that constrain healing or growth. To enhance exposure to injustice, the GSCP provides an all day workshop for students every year that highlights one area of diversity. Outside speakers are brought to campus to facilitate these experiential workshops.

Modeling socially responsible attitudes occurs in a variety of contexts. Professors describe their service and work with underserved groups in the classroom, in clinical supervision, while working on research projects for non-profit organizations, and while mentoring their advisees. Sometimes students are surprised that professors are professionally involved outside the university. Outside involvement may include providing individual and group therapy to low income clients, consulting with non-profit organizations, providing community lectures and workshops, providing disaster relief services, teaching in churches, and serving at a variety of levels within charitable organizations. Students hear about these faculty activities, identify with their professors, and begin to introject similar values.

Modeling is an important part of the annual "Serve Day" at the university. Each fall the entire university closes for a day and all students, faculty, staff, and administrators join together to work on community projects in the larger Portland area. Undergraduate and graduate students work along side faculty in cleaning, painting, building, and repairing. Together they provide approximately 9,000 hours of free service to dozens of organizations and indigent individuals that cannot otherwise afford these services. Students have opportunities to see faculty members serve others in a very meaningful, yet practical manner.

Students are encouraged to join faculty on mental health service projects. Last summer a faculty member invited two graduate students to join him in providing consultative evaluations to students in a missionary school in the Philippines. This K – 12 school is well established and provides an excellent education for about 600 English-speaking students from many Asian rim countries as well as the U.S. However, the resources do not exist to provide evaluations of students with learning, emotional, and behavioral problems. This professor and the graduate students were able to conduct diagnostic evaluations and provide parent and teacher consultations for 17 students in 10 days. Upon returning to the U.S., both graduate students commented to fellow students on this "life-changing" experience.

This summer a faculty member invited three graduate students to join him in China to teach English to Chinese students in their local university. While living and working in the culture, the students had many opportunities to encounter social inequities and see their professor engaged in service to others.

Next month several students will join a faculty member in a very rural and remote area of northern California to provide screening and mental health educational services to an underserved area. These *pro bono* activities create teaching opportunities that help instill attitudes of service to vulnerable groups.

Self-efficacy facilitates socially responsible attitudes by creating a strong sense that students have the ability to make a difference in the world. Graduate students often express idealistic aspirations about changing the world, and while these aspirations are desirable they are often dashed by the reality of professional demands. As students begin to realize that effective social change can come about by persistence with smaller yet more achievable goals, their aspirations are maintained. Students express more self-efficacy as they progress further through the program, developing more skills as well as opportunities to use those skills.

Students should have opportunities for experiences that enhance attitudes of social responsibility, yet it is difficult to provide these opportunities in addition to the already significant demands for time on graduate students. It is best when these supervised service opportunities also count toward practicum credit, and in many cases they do. Some opportunities currently available to GSCP students include: training and volunteer work for the Red Cross, providing parent skills training workshops in the community, participating in national mental health screening days, providing psychological evaluations to international adopted children and underserved children living in foreign countries, and volunteer work through various local churches. Additional opportunities include primary research on social responsibility and work with the mediation and peace studies programs at the university. One research team is actively focused on conducting

primary research on social responsibility, while several other research teams focus on interventions and system changes in schools, prisons, churches, and mental health programs. See Table 1 for a summary of teaching goals and methods for promoting social responsibility.

Table 1

Teaching Goals and Methods for Enhancing Social Responsibility

Teaching Goal	**Teaching Methods**
Expose Students to Injustice	• Class lectures, readings, discussions on culture, gender, class, religion, sexual orientation, and other forms of diversity. • Experiential workshops on diversity or social justice facilitated by experts in the field. • Practicum experiences and service work with underserved groups.
Model Social Responsibility	• Professors describe their service and work with underserved groups and non-profit organizations. • "Serve Day" – University closes for a day so that faculty, students, and staff can do service work in the community. Tasks often involve cleaning, painting, and repair work for families and agencies that could not afford these services. Faculty and students work side-by-side. • Providing psychological evaluations on children where these services cannot be provided. • Providing mental health education to vulnerable groups.
Enhance Self-efficacy	• Training and volunteer work for the Red Cross. • Parent skills training workshops for struggling parents. • Volunteer work through local churches. • Participation in national mental health screening days. • Work with the mediation and peace studies program at the university. • Primary research on social responsibility.

One important aspect for the success of these methods is the value of debriefing or discussing the service-learning experience with students. Simply providing the service without connecting the service to the significance of social change may result in the accomplishment of a task without the internalization of a value or attitude. Faculty members are encouraged to "process" their service work with students.

Obstacles to Emphasizing Social Responsibility

There are several obstacles to incorporating an intentional emphasis on social responsibility in a graduate program. One obstacle is the fact that the curriculum is already full and faculty already overworked to take on additional responsibilities. We have found that the curriculum may not need to be changed significantly or faculty given additional duties. Rather, incorporating short lectures into existing courses regarding how the course materials relate to helping people, changing social policy, altering environmental conditions, or removing barriers to change can enhance the curriculum significantly. Similarly, asking faculty to include students in their ongoing service or *pro bono* work, or simply to talk with students about these activities may encourage attitudes of social responsibility in students.

Another obstacle is the tradition of dealing with individuals in clinical practice rather than with community systems or environmental conditions. Faculty may see this work as the domain of social work or political activists rather than the domain of professional psychologists. Perhaps these areas may be the domains of other disciplines, yet peoples' lives cross these domains. While one does not have to become a social worker or political activist to pursue changes in these areas, it seems immoral to ignore

the significance of the environment, community systems, and social policies on peoples' lives.

Another obstacle of teaching social responsibility to graduate students may be that faculty are not involved actively in service activities themselves. It is difficult to teach students something that does not fit with one's experiential base or frame of reference. To address this obstacle, faculty members are simply encouraged to find ways to provide service to a community organization and to discuss that involvement with their students. It is not unusual for faculty to have requirements for service activity as part of their faculty duties at a university. Perhaps this service activity can become a more intentional focus of the department and faculty can describe their activities annually to other department faculty members.

There is no magical way to instill attitudes of social responsibility in graduate students. However, implementing an intentional plan for faculty to model service activities, providing opportunities for students to confront injustice, and initiating discussions aimed at enhancing self-efficacy may result in the internalization of these attitudes by graduate students.

References

American Psychological Association. (1992). *Ethical principles of psychologists and code of conduct.* Washington, DC: Author.

Berman, S. (1997). *Children's social consciousness and the development of social responsibility.* Albany, New York: State University of New York Press.

Campbell, C. D. (1999, June). *Motivation for social responsibility.* Paper presented at the annual meeting of the Christian Association for Psychological Studies – West, Newberg, OR.

Campbell, C. D., Estelle, L., Miller, J., Pirkl, R., Ganey, K., & Hopkins, S. (1999). *Teaching social responsibility in clinical and counseling psychology doctoral programs.* Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.

Campbell, C. D., Estelle, L., Miller, J., & Shaver, G. (2000, August). *Toward a conceptualization of social responsibility in psychology.* Poster session presented at the annual meeting of the American Psychological Association meeting, Washington, DC.

Doherty, J. J. (1995). *Soul searching: Why psychotherapy must promote moral responsibility.* NY: Basic Books.

Eisenberg, N. & Mussen, P. H. (1989). *The roots of prosocial behavior in children.* Cambridge, Cambridge University Press.

Flanagan, C.A., Bowes, J.M., Jonsson, B., Benson, C. & Sheblanova, E. (1998). Ties that bind: Correlates of adolescents' civic commitments in seven countries. *Journal of Social Issues, 54,* (3), 457-475.

Hoehn, R. A. (1983). *Up from apathy: A study of moral and social involvement.* Nashville, TN: Abingdon.

Keniston, K (1968). *Young radicals: Notes on committed youth.* New York: Harcourt, Brace and World.

Peterson, R. L. (1992). Social construction of the core curriculum in professional psychology. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, K. Polite, D. L. Singer, & G. Stricker (Eds.), *The core curriculum in professional psychology* (pp. 23-36). Washington, DC: APA.

Peterson, R. L., Peterson, D. R., Abrams, J. C., & Stricker, G. (1997). The National Council of Schools and Programs of Professional Psychology educational model. *Professional Psychology: Research and Practice, 28,* 373-386.

Prilleltensky, I. (1989). Psychology and the status quo. *American Psychologist, 44*, 795-802.

Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist, 52*, 517-535.

Reisman, J. M. (1991). *A history of clinical psychology* (2nd ed.). New York: Hemisphere Publishing Corporation.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: PROMOTING SOCIAL RESPONSIBILITY IN GRADUATE PSYCHOLOGY TRAINING	
Author(s): CLARK D. CAMPBELL	
Corporate Source: PRESENTATION – ANNUAL MEETING OF AMERICAN PSYCHOLOGICAL ASSOCIATION	Publication Date: 8/22/02

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

CLARK D. CAMPBELL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Clark D Campbell	Printed Name/Position/Title: CLARK D. CAMPBELL
Organization/Address: GEORGE FOX UNIVERSITY NEWBERG, OR 97132	Telephone: (503) 554-2753 FAX: (503) 554-3848
	E-Mail Address: Clampbell2@georgefox.edu Date: 11/19/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **ERIC Counseling & Student Services**
University of North Carolina at Greensboro
201 Ferguson Building
PO Box 26171
Greensboro, NC 27402-6171

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2003)